

Introduction to Dual Language Programming



Resources:

- Dual Language Non-negotiables
- Language Allocation
- Content Allocation for 80/20
- Content Allocation for 50/50
- Decision Making Framework
- Dual Language Action Planning
- Timeline for Dual Language Program Implementation
- Maintaining a Dual Language Committee



Dual Language Non-Negotiables:

- A minimum of 50% to a maximum of 90% of daily instruction in the non-English language (Spanish, Japanese, Mandarin Chinese, etc.)
- Strategic separation of languages on the part of the instructor – no translation
- K-5th grade, with K-12 encouraged
- Programmatic and curricular decisions based on research on English language learners

Adapted by Beeman and Urow, from
Dual Language Education of New Mexico
http://www.dlenm.org/index.php?option=com_content&view=article&id=49:dual-language-non-negotiables&catid=51:general&Itemid=5

Language Allocation Options:

Dual Language	K	1	2	3	4	5	6	7	8
80/20	20%	20%	30%	40%	40%	50%	ENGLISH		
	80%	80%	70%	60%	60%	50%	50%	50%	50%
				ESPAÑOL					

DUAL LANGUAGE PROGRAMS	K	1	2	3	4	5	6	7	8
90/10	10%	10%	20%	20%	30%	ENGLISH			
	90%	90%	80%	80%	70%	60%	50%	50%	50%
					Spanish				
50/50	50%	50%	50%	50%	50%	50%	50%	50%	50%
	50%	50%	50%	50%	50%	50%	50%	50%	50%
				Spanish					

What about content?

Sample Content Allocation for 80/20

Content Allocation: Planning Content in Spanish and English K-5

Dual Language or Developmental Bilingual Programs

The following options are meant to plan subject area coverage by language, resulting in bilingualism and biliteracy by 5th grade. In all of these samples it is assumed that:

- Both Spanish and English are taught daily.
- In two-way (Dual Language) programs, students are integrated all day (English dominant students and ELLS)
- Literacy time is differentiated so as to include English SL and Spanish SL approaches.
- Language Arts includes reading, writing, fluency, and word study and reflects the CCSS or other state standards.
- In all these models the majority of content is delivered in Spanish K-2 and then gradually becomes 50% Spanish and 50% English grades 3-5.

Option A: 80/20 or 90/10 Model

Math switches to English in grade 3. Social Studies switches to English in grade 4.

Science remains in Spanish, K-5.

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	Language Arts (Literacy-based ESL)
First Grade	Language Arts Science Social Studies Math		Language Arts
Second Grade	Language Arts Science Social Studies Math		Language Arts
Third Grade	Language Arts Science Social Studies	Sp. to Eng.: LA, Sc. and SS. Eng. to Sp.: LA and Math	Language Arts Math
Fourth Grade	Language Arts Science	Sp. to Eng.: LA, Sc. Eng. to Sp.: LA, Math and SS.	Language Arts Math Social Studies
Fifth Grade	Language Arts Science		Language Arts Math Social Studies

Pros	Cons
This is perhaps the easiest model to implement, from a staffing and organizational point of view. It is more likely that all students will achieve higher levels of Spanish achievement in 80/20 models because of the potential for developing stronger oral language in Spanish for all students. Biliteracy is therefore best assured through this model as compared to a 50/50 model. The value of Spanish will be elevated, resulting in more respect towards the language and a stronger desire to study in it. For this reason there may be more potential for deeper cross-cultural understanding on the part of the students as well as higher academic achievement.	For two-way, dual language programs, 80/20 models can be harder to sell politically. Staff members must be trained in understanding why more Spanish in the earlier grades is better for all students and will result in higher levels of biliteracy. Though materials exist to deliver content in Spanish, training for teachers on Spanish literacy and content is scarce. A concerted effort to train teachers on how to teach literacy in Spanish as opposed to how to teach in English will be necessary.

80 % Spanish – 20% English K-2 - Switches subject area in grades 3, 4 and 5.

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	Language Arts (Literacy-based ESL)
First Grade	Language Arts Science Social Studies Math		Language Arts
Second Grade	Language Arts Science Social Studies Math		Language Arts
Third Grade	Language Arts Math	Sp. to Eng.: LA and Math Eng. to Sp.: LA, Sc. and Science	Language Arts Science Social Studies
Fourth Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Fifth Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies

Pros	Cons
Possibility of transfer between languages (content and word study, for example) is increased over the years. As long as collaborative structures exist, this model promotes teacher collaboration.	It requires materials that are consistent throughout the years (regardless of language delivery) in both languages. This is perhaps the most costly option and the most difficult to implement.

Option C: 80/20 Model : Chunks subjects in the same language in grades 3, 4 and 5.

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	Language Arts (Literacy-based ESL)
First Grade	Language Arts Science Social Studies Math		Language Arts
Second Grade	Language Arts Science Social Studies Math		Language Arts
Third Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies
Fourth Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies
Fifth Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts Science and Social Studies	Language Arts Science Social Studies

Pros	Cons
Students build up a strong foundation, over a number of years, in each language in each content area. Planning and collaboration among teachers is simplified. Consistency is built over time, allowing all participants to predict and anticipate language and content. Switching the language/subject area in third grade may result in smoother test preparation.	It requires materials that can support the curriculum in both languages. Language arts will most likely have to be integrated with science and social studies in English from 3rd through 5th grades, reflecting best practice for language learners but hard to implement consistently.

Option D: 80/20 Model (Very similar to Option A)

Math is taught in English 3-5, and Science in Spanish 3-5. Social Studies begins in Spanish (K-2) and switches to English in third grade through fifth. Unlike Option A, Social Studies switches to English in 3rd grade whereas Option A does so in fourth grade.

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies Math	K-2 (end of every unit). Spanish to English: • Language Arts • Science • Social Studies • Math	Language Arts (Literacy-based ESL)
First Grade	Language Arts Science Social Studies Math		Language Arts
Second Grade	Language Arts Science Social Studies Math		Language Arts
Third Grade	Language Arts Science	Grades 3-5 Spanish to English (end of every unit): • Language Arts • Science	Language Arts Math Social Studies
Fourth Grade	Language Arts Science		Language Arts Math Social Studies
Fifth Grade	Language Arts Science	English to Spanish (end of every unit): • Language Arts • Social Studies • Math	Language Arts Math Social Studies

Pros	Cons
Given the nature of high stakes testing, it is possible that the consistency of teaching math in English grades 3-5 will produce lessened anxiety on the part of all. Switching to Social Studies in the third grade will optimize materials in grades 3-5 in English. Attention to background knowledge on the part of ELLs will continue to be very important in social studies at those grades. Because Science is full of cognates between English and Spanish, as long as the Bridge is occurring at the end of each unit, students will be able to demonstrate in English what they learned in science in Spanish.	It will be essential to protect the Spanish given the amount of subjects taught in English after third grade. English language arts will have to be integrated with social studies. Because some subjects are only taught in one language, explicit, consistent use of the Bridge is essential.

Sample Content Allocation for 50/50

Content Allocation: Planning Content in Spanish and English Elementary School K-5

The following options are meant to plan subject area coverage by language, resulting in bilingualism and biliteracy by 5th grade. In all of these samples it is assumed that:

- Students are integrated all day (English dominant students and ELLS)
- Literacy time is differentiated so as to include ESL and SSL approaches.

Option A: 50% English /50 % Spanish Model - Switch subject area to the other language every year

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
First Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies
Second Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Third Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies
Fourth Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Fifth Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies

Pros	Cons
-Possibility of transfer between language (content and cognates, for example) is increased over the years. -Less test preparation is needed as long teachers are teaching to transfer and truly collaborating on curriculum and materials.	It requires a curriculum that is consistent throughout the years (regardless of language delivery), which in turn requires materials that can be used in both languages and are true to the curricular goals. This is perhaps the most costly option of the three and the most difficult to implement

Option B: 50/50 Model : Switch subjects to the other language after three years (at third grade).

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
First Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Second Grade	Language Arts Science Social Studies	Spanish to English (end of every unit): • Language Arts • Science and Social Studies English to Spanish (end of every unit): • Language Arts • Math	Language Arts Math
Third Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies
Fourth Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts • Science and Social Studies	Language Arts Science Social Studies
Fifth Grade	Language Arts Math	Spanish to English (end of every unit): • Language Arts • Math English to Spanish (end of every unit): • Language Arts Science and Social Studies	Language Arts Science Social Studies

Pros	Cons
Students build up a strong foundation, over a number of years, in each language in each content area. Planning and collaboration among teachers is simplified. Consistency is built in over time, allowing all participants to predict and anticipate language and content. Switching the language/subject area in third grade may result in smoother test preparation.	It requires materials that can support the curriculum in both languages. If minutes are not carefully watched, English time may take over. Language arts would have to be integrated with science and social studies in English from 3rd through 5th grades.

Option C: 50/50 Model

Keep Math in English, and Science in Spanish throughout the 6 years. Begin SS in Spanish (k-2) and switch to English in third grade (3-6).

	Spanish	Bridge	English
Kindergarten	Language Arts Science Social Studies	Grades PK-2: Spanish to English (end of every unit) PK-2: • Language Arts • Science • Social Studies	Language Arts Math
First Grade	Language Arts Science Social Studies		Language Arts Math
Second Grade	Language Arts Science Social Studies	English to Spanish (end of every unit) PK-2: • Language Arts • Math Grades 3-5 Spanish to English (end of every unit) PK-2: • Language Arts • Science	Language Arts Math
Third Grade	Language Arts Science		Language Arts Math Social Studies
Fourth Grade	Language Arts Science		Language Arts Math Social Studies
Fifth Grade	Language Arts Science	English to Spanish (end of every unit) PK-2: • Language Arts • Social Studies • Math	Language Arts Math Social Studies

Pros	Cons
Switching to social studies in the third grade will optimize materials in grades 3-5 in English. Attention to background knowledge on the part of ELLs will continue to be very important in social studies. Because science is full of cognates between English and Spanish, learning science in Spanish throughout all 6 years will not hinder knowledge and learning of science.	It will be essential to protect the Spanish given the amount of subjects taught in English after third grade. English language arts will have to be integrated with social studies. Because some subjects are only taught in one language, explicit, consistent bridging is essential.

Option D: 50/50 Model

Begin Math in Spanish in K-2, then switch to English in 3-5. Social Studies is integrated with literacy in Spanish, K-2 and Science is integrated with literacy in English, K-2. That switches at the third grade.

	Spanish	Bridge	English
Kindergarten	Language Arts Social Studies Math	Grades PK-2: Spanish to English (end of every unit) PK-2: • Language Arts/ Social Studies • Math English to Spanish (end of every unit) PK-2: • Language Arts/ Science Grades 3-5 Spanish to English (end of every unit): • Language Arts • Science English to Spanish (end of every unit): • Language Arts • Social Studies • Math	Language Arts Science
First Grade	Language Arts Social Studies Math		Language Arts Science
Second Grade	Language Arts Social Studies Math		Language Arts Science
Third Grade	Language Arts Science		Language Arts Math Social Studies
Fourth Grade	Language Arts Science		Language Arts Math Social Studies
Fifth Grade	Language Arts Science		Language Arts Math Social Studies

Pros	Cons
Literacy is integrated with content in both languages, facilitating comprehensibility for language learners. Oracy development is also enhanced with the integration of literacy and content. The day is connected and integrated for students, allowing for the possibility of more connections made across disciplines. Integration reflects best practices in dual language and it facilitates scheduling.	Literacy instruction must not be sacrificed for content area instruction, and vice versa. To offset this challenge, it will be important to write units that have literacy big ideas that come from the CCSS, as well as content area big ideas. It may be hard to align the schedule of a dual language classroom with that of the general integration, especially when considering specials and other student support.